



State of New Jersey

Consolidated State Application Accountability Workbook

No Child Left Behind *in New Jersey*

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

Prior Approval Date: August 25, 2005

REVISED: APRIL 1, 2006

2ND REVISION:

FINAL APPROVAL:



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**



PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.



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**Summary of Implementation Status for Required Elements of
 State Accountability Systems**

Status		State Accountability System Element
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i> .
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:
F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy



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Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
 P – Proposed Policy, awaiting State approval
 W– Working to formulate policy



PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.



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PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey has a long established system of accountability which includes rewards and sanctions. This system of accountability is applied to all public schools and districts in the state.</p> <p>State regulations clearly articulate the requirement for “the annual evaluation of all public schools to determine if they are meeting standards” (N.J.A.C. 6A:30-1.1.). The standards, by which these schools will now be evaluated, as outlined in this <i>Accountability Workbook</i>, are based upon Adequate Yearly Progress (AYP) indicators.</p> <p>The long established measurement tool for determining schools progress are the state assessments. These assessments are designed to measure student mastery of the State’s Core Curriculum Content Standards that detail the skills and knowledge expected to be attained by all students across the state of New Jersey, including students enrolled in the Katzenbach School for the Deaf, as well as those students in state facilities operated by other state agencies.</p>		



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All charter schools are considered LEAs within the State Accountability System and, as such, are held to the same accountability requirements as all other schools and districts within the state. Those schools without a test grade, e.g., K-2 schools, are linked to their respective receiving schools and treated as a single unit for accountability purposes since their outcomes are part of a continuum of the curriculum and instructional process. If a receiving school is identified as in need of improvement, but the sending school can demonstrate through the occurrence of data errors or extraordinary circumstances that warrant review that it has made adequate yearly progress, the sending school's identification as a school in need of improvement will be changed and recorded accordingly, since they are challenging the accuracy of the data.

New Jersey has a small percentage of schools with an enrollment of less than 20 students. These schools are included in and are subject to the same State Accountability provisions as any other schools within a district and the state.

New Jersey's alternative schools are constituted as separate schools subject to the same State Accountability provisions as any other schools within a district and the state. (Alternative schools serve specific student groups across one or more districts and include: magnet schools, specific high schools, vocational education programs, and schools for students housed in state facilities.) Although, some alternative programs are constituted as small schools, within larger school entities, they are included as part of the regularly constituted school's accountability system.

New Jersey also has a long-established state vocational-technical school choice system. New Jersey's vocational-technical schools can be operational as a single school located within a district or clustered by geographic region and considered a district. In all instances, the full-time comprehensive vocational-technical schools are included in the district and State Accountability System, as are other public schools. The accountability consequences for these schools/districts will be applied contingent of the structure. Shared-time vocational school students are counted in the accountability system of the sending schools, since the sending schools still provide and are responsible for the academic programs, services and outcomes for these students.

New Jersey also maintains several school districts which contain only one school. These districts/schools can include charter schools, many vocational-technical schools and regional schools. Therefore, when applicable these districts/schools will be identified as in need of improvement as both a school and a as a district, if it meets the identification criteria. In these instances, when a school/district is identified as in need of improvement, only the federal consequences identified in Section 1116 of the NCLB Act for schools shall apply.

All students with disabilities who are sent to private schools designed to address their specific educational needs are counted in the accountability systems of the sending districts. Thus the system is:

- Inclusive of all public schools and districts, and consistent with new federal regulations;
- Focused on student performance outcomes;
- Applied equally across all public schools; and
- Focused on school improvement.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey holds all public schools and LEAs to the same criteria for making AYP determinations. New Jersey is transitioning from the old system of accountability to the new system. As such, the NJDOE Core Curriculum Content Standards that apply to all schools and districts in the state have been revised to conform to the new NCLB mandated starting points for establishing proficiency. These new starting points (based on 2001-2002 data) along with requirements for intermediate goals (based on 2002-2003 data) established to achieve 100% proficiency for all students are uniformly applied to all schools and districts in the state.</p> <p>New Jersey defines AYP as the proportion of all students and their respective subgroups, meeting or exceeding the new state standards annually until 2014, when 100 percent proficiency is achieved in language arts literacy and mathematics.</p> <p>Beginning in school year 2004–2005, as required, New Jersey will identify districts as being “in need of improvement.” In addition, New Jersey will prioritize the technical assistance provided to these districts identified as being “in need of improvement” using a triage approach to help those districts most in need of assistance and the least able to act on their own, to ensure that the lowest achieving districts are served. For purposes of the NCLB Federal requirements, all districts will be identified as “in need of improvement” when they fail to make AYP for two consecutive years in the same content (subject) areas in all elementary, middle and high school grade levels. However, districts that achieve less than 90% of their measured AYP indicators in all schools across the district are met and when 50% of the schools within a district have not met AYP measures, will be identified for program improvement and will receive priority consideration for technical assistance from the SEA. In all instances, the required NCLB consequences will be assigned to districts identified as being in need of improvement.</p>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State of New Jersey has established three levels of achievement for its assessment program that apply to language arts literacy and mathematics (defined in regulations at N.J.A.C. 6A:8). These levels correspond to the three levels identified in federal regulations and guidance and are:</p> <p>“Partially proficient” – means a score achieved by a student below the cut score which demarks a solid understanding of the content measured by an individual section of any State assessment.</p> <p>“Proficient” – means a score achieved by a student at or above the cut score which demarks a solid understanding of the content measured by an individual section of any State assessment.</p> <p>“Advanced proficient” – means a score achieved by a student at or above the cut score which demarks a comprehensive and in-depth understanding of the knowledge and skills measured by a content-area component of any State assessment.</p> <p>For technical background on standard setting, please see Peer Review material submitted in 2000 to the USDOE.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>To assure accountability for all schools and districts and that information and decisions about AYP are made in a timely manner, New Jersey uses data from its state assessment Cycle I reports (preliminary data) to determine AYP for the school year. The issuance of AYP decisions from the Cycle I report occurs prior to the start of school in September. This ensures that districts/schools, where applicable, are able to notify the public and parents about the status of the school and accountability sanctions of school choice and SES prior to the start of the school year.</p> <p>All state assessments of students in New Jersey takes place in the Spring of each year. The NJ assessments are as follows:</p> <ul style="list-style-type: none"> – Grade 11 High School Proficiency Assessment (HSPA) – Grade Eight Proficiency Assessment (GEPA) – Grades Five, Six and Seven – NJ ASK – Grades Three and Four – NJ ASK <p>Since these assessments include extended writing samples and many open-ended items, the established quality control measures undertaken incorporate trained readers with read-behinds and/or double scoring for all writing samples and two reporting cycles as follows:</p> <p>Cycle I – reports preliminary individual student results to districts and schools for initial review; rescoring may be requested based on this report; any miscoding at the student level is also identified at this time.</p>		



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Cycle II – reports out final individual student results along with summary data for school, district and subgroup performance. Additionally, all amended data from Cycle I reports are integrated into the Cycle II report.

	NJ ASK 3& 4 and NJ ASK (5)	NJ ASK (6 & 7) and GEPA -Grade 8	HSPA -Grade 11
Cycle I results issued by test vendors	June	June	June
AYP Reports completed and sent to districts/schools	July	July	July
District/schools notify public of AYP status and sanctions of school choice/SES offered	August	August	August

During the late winter, the Cycle II assessment results are calculated to incorporate amended data. Districts/schools are then notified of the outcomes.

If the district/school believes that the annual AYP determination has been made in error, there is an appeal process.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card?	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In accordance with state law, New Jersey has produced annual report cards for all schools in the state since 1995. The New Jersey School Report Card contains over thirty fields of information in five categories as follows: school environment, student information, student performance indicators, staff information, and district finance data. The issue date is the first Wednesday of February when every school-level report can be viewed on the Department of Education's Web site.

In 2002, the state began issuing an additional report for each school that contains the data specifically required by *NCLB*. It includes the test results with *NCLB* conditions applied for determining AYP; the school's and district's AYP status; highly qualified teacher information; and the applicable secondary measures of attendance for elementary and middle schools and dropout rate for secondary schools. Because the state collects all of the required *NCLB* data for each school and district, it reports the school-, district-, and state-level data required by *NCLB* on the NJDOE Web site.

In August, every district receives a preliminary report from the NJDOE showing each school's AYP status based on preliminary (cycle I) test data. Each school's



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AYP profile and yearly *NCLB* status is posted on the NJDOE's Web site. Once the assessment data has been finalized and the Alternate Proficiency Assessment scores for special education students have been included, the districts receive a final AYP status report. The same process is used to notify districts about their yearly AYP status. Once the final AYP reports are released to the districts and schools, there is an appeal period.

When the AYP appeal process is completed, the state issues the *NCLB* Report that shows school-, district-, and state-level information in the required fields. This report is linked to the New Jersey School Report Card so that the public can view all information in the same location.

The *NCLB* report is presented in English and Spanish as are the accompanying guides to understanding the report's data and calculating AYP. There is an additional report that contains state-level statistics in both English and Spanish versions.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State accountability system incorporates a reward and sanction system. The rewards include recognition programs for both outstanding educators and model schools. This reward system has been modified to now focus on ensuring that all schools (Title I and non-Title I funded) identified for recognition meet the new AYP standards. Likewise, educators selected will represent schools and classrooms in which all students perform to high standards, and in which rewards are closely linked to student performance. Also, it should be noted that the New Jersey State Board of Education recognizes outstanding students at their monthly public meetings.</p> <p>New Jersey's recognition programs include:</p> <ul style="list-style-type: none"> – Best Practices/Star Schools; – Blue Ribbon Schools; – Governor's School of Excellence; – Presidential Awards in Mathematics and Science Teaching; – Fulbright Scholar Programs; – 2001 New Jersey Teacher Fellowship in Biodiversity; – GIFT program (Gift Initiative for Teachers); – Woodrow Wilson National Fellowship Core Institutes; – Chevron Education Awards – Best Classroom Practices in Math and Science; – Presidential Awards for Educational Excellence and Improvement, and – Rutgers Academic Challenge. 		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].



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New Jersey also currently maintains an evaluation system that includes sanctions for all public schools and LEAs (N.J.A.C. 6A:30 and N.J.S.A. 18A:7A-14 and 18A:7F-6(b)). On an annual basis, a review of assessment results for all schools (Title I and non-Title I funded) is completed through the Quality Assurance Annual Report (Q.A.A.R.) and the annual school report card. These reports include, but are not limited to, performance indicators, assessment results, average daily attendance, student drop-out rate, budgets, audits, and a review of the school objectives. For these schools and LEAs not meeting standard performance, a corrective action plan is required.

Additionally, every seven years an evaluation of specific documentation and on-site compliance monitoring is conducted for every school for state certification purposes. Within this certification system, dependent on performance of each school within the district, a district may be designated as follows:

Level I – districts that have achieved full certification

Conditional Certification – Districts with identified deficiencies that are correcting these issues without the need for additional monitoring or technical assistance, within a specified period.

Level II – Districts that fail one or more of the evaluation standards and have been determined to need additional monitoring or technical assistance within a specified time period.

Level III – districts that fail to correct the deficiencies identified in Level II; or

State Takeover – occurs when the state deems that the performance of a school or the entire district warrants its operation being under the control of the state.

Decisions about consequences for not meeting AYP are not in conflict with the state's current evaluation and monitoring system. Rather the state's system is incorporated into the accountability system and treated as a first step toward assisting schools and districts and will not delay implementation of the federally mandated timelines for applying sanctions to schools identified as in need of improvement. Schools that receive Title I funds will be required to adhere to all NCLB sanctions and rewards that relate to student performance inclusive of offering choice and supplemental services if they are identified for improvement. Furthermore, if they continue in that status for three years, they will be subject to corrective action; if they continue in that status for a fourth year, they will be subject to restructuring.

Schools that do not receive Title I funds are incorporated in the accountability system for monitoring student performance and are held to the same standards for making adequate yearly progress. The sanctions and rewards for these schools are linked to the annual review of assessment results completed through the established Quality Assurance Annual Report (Q.A.A.R.) and the annual school report card.



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PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Recently adopted amendments to existing state regulations require that <u>all</u> students must be included in the State assessment program and assessed annually. Formerly, limited English proficient (LEP) students were excluded for up to three years. This exemption has been revoked. Beginning in school year 2001-2002, exemptions for students with disabilities were disallowed and the Alternative Proficiency Assessment (APA) was administered for the first time statewide (N.J.A.C. 6A:8-4).</p> <p>All public schools, including those without test grades, will also be counted into the State’s accountability system. All schools without test grades will be counted as one unit with their respective receiving schools. This will ensure closer vertical alignment of instructional services. Special education students served in proprietary schools will be counted in the sending schools’ accountability system, which will ensure that placement decisions are reviewed closely at the school and district level for optimum student academic performance.</p> <p>Thus, all students in all schools will be included in the statewide accountability system. There are no exemptions from participating in the assessment, and all state schools are held accountable for student performance.</p>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>To ensure compliance with State regulatory requirements at N.J.A.C. 6A:8-4.4, a full academic year is defined as the term that begins on July 1 and ends on or about June 30. (This date was established to accommodate the start of the district/school fiscal year and the allowance of academic programs and services offered to students prior to September.) Any student enrolling in a school or district for the first time after July 1, up to the test administration date, will <u>not</u> have been considered to be enrolled for a full academic year. However, for making decisions related to AYP, a full academic year will begin on July 1 to the test administration date.</p> <p>New Jersey will not include in the accountability system the results of any student enrolled less than one full academic year in a school for school accountability, or in a district for district accountability. This does not discount from a district’s accountability system those students who transfer from one school to another within a district.</p> <p>One month prior to the state test date, schools must submit their class rosters of students to the test publisher. Test booklets are then sent out printed with students’ names. Another safe guard that has always been part of the New Jersey system is a make-up period for every test. This make-up period affords greater opportunity to ensure that a minimum of 95 percent of all students enrolled will be tested as required. Following the established make-up test period, all unused booklets must be returned and accounted for by the school or district. Discrepancies must be addressed to the satisfaction of the NJDOE. This ensures that all students enrolled in a school, at a test grade, are included in the assessment.</p> <p>These two measures ensure high participation rates. Data collected and reported on past administrations show that New Jersey currently meets or exceeds the minimum 95 percent participation rate. This participation rate will now be monitored for total student, as well as for subgroup participation.</p>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey collects class rosters and verifies student information before issuing test booklets. This process occurs approximately one month before the test administration date. At this time, information regarding date of enrollment will be collected and recorded on the individual student data sheet. Students enrolled after July 1, of any given school year, will be considered to have been enrolled less than one full academic year. This information will be collected for both the school and district level.</p> <p>If enrolled in the school less than a year, but within the district for more than a year, the student assessment results will be counted in the district's accountability, but not the school's. Students not in the school or district for one full academic year will be included in the state's accountability system. As noted earlier, districts are encouraged to review their intradistrict transfer policies. Stability in school enrollment contributes to improved student learning.</p> <p>A statewide student-level data management system that will allow the state to track individual attendance and mobility information is under development.</p>		



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PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey defines its proficiency measure as the proportion of all students and their respective subgroups meeting or exceeding the state's Core Curriculum Content Standards in a given year (currently calculated as the upper limit of a confidence interval around the binomial ratio of the number of proficient students to the number of students with valid scores). Standards were established according to regulation, with incremental increases from the initial starting points leading to one hundred percent proficiency by 2014. Separate starting points for accountability have been set for language arts literacy and mathematics for grades 4, 8, and 11 each. The subsequent targets for each of these starting point grades are applied as follows:</p> <ul style="list-style-type: none">• Grade 4: applied to grades 3 and 5• Grades 8: applied to grades 6 and 7• Grade 11: applied to grade 12 * (See below) <p>Using a Compound Annual Growth Rate (CAGR) calculation to establish the intervening steps to universal proficiency, the following are the state AYP benchmarks, which increase at three year intervals (2005, 2008, and 2011) for <u>both</u> subject areas in each grade span. The CAGR approach allows for equal increments of growth at each step on the way to closing the achievement gap, rather than a fixed percentile change of decreasing growth as in a straight line calculation.</p> <p>* High school students may take up to three administrations of the HSPA in order to demonstrate skills proficiency, thereby making them eligible for graduation. HSPA is administered in the spring of 11th grade and in the fall and spring of 12th grade. The first proficient score received in any of the first two administrations of the test or the score received by the official point of test administration (spring grade 12), whichever comes first, will be used for AYP purposes. Beginning in 2007, the grade 12 administration is the official test administration for the high school 9-12 grade span.</p>		



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Following is the AYP timeline:

Content Area	Grades	Starting Point 2003 and 2004	2005-2007	2008-2010	2011-2013	2014
Language Arts Literacy	3, 4 & 5	68	75	82	91	100
	6, 7 & 8	58	66	76	87	100
	11	73	79	85	92	100
Math	3, 4 & 5	53	62	73	85	100
	6, 7 & 8	39	49	62	79	100
	11	55	64	74	86	100



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey's accountability system for determining whether each student subgroup, public school and LEA makes AYP is determined based on a series of decision points. These decision points are as follows:</p> <ol style="list-style-type: none"> 1. Each subgroup is reviewed to assure a minimum of 95 percent of the total group participates in the administration of the test. For purposes of determining participation rate only, a minimum group size will be 40; 2. After the results of the test are received, the percent proficient of each subgroup is reviewed against the established AYP targets for language arts literacy and mathematics; 		



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and then

3. The percent proficient in each subgroup is reviewed using the “safe harbor” provisions, as outlined at 34 CFR Part 200.20.

Additionally, the performance of the following populations are compared to the AYP targets:

- Total population;
- Each racial/ethnic group, including White, African American, Hispanic, Asian/Pacific Islander and Native American students;
- Low-income students, i.e., those eligible for free and reduced price lunch;
- Students with disabilities; and
- Students with limited English proficiency.

These comparisons will be made for:

- Each school;
- Each school district; and
- Each content area, i.e., language arts literacy and mathematics.

For those subgroups not making the AYP targets, a review of progress will determine whether they made safe harbor (i.e., reduced their partially proficient rate by 10 percent over the previous year incorporating a 75 percent confidence interval around the proportion proficient) and met the other academic indicators.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State used the spring 2002 assessment results to set starting points for the new accountability program. These starting points were established using the following methodology:</p> <ul style="list-style-type: none"> – All schools at each grade level and in each content area were rank ordered from lowest to highest performing; – The school which enrolled the student that represented the 20th percentile of all students 		



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across the state was identified, along with its percentage of students scoring proficient or advanced proficient;

- The proportion of students proficient in the lowest performing subgroup was identified at each grade and in each content;
- These two figures were compared; and
- The higher of the two was identified as the starting point.

In all instances, this was the proportion of students proficient in the 20th percentile school.

These starting point percentages are:

	Language Arts Literacy	Mathematics
Grade 4	68%	53%
Grade 8	58%	39%
Grade 11	73%	55%



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey established separate measurable objectives for language arts literacy and math for each test grade span (3, 4, 5), (6, 7, 8) and for grade 11. These objectives determine the minimum percentage of students that must meet the proficient level for academic achievement. The objectives began at the state's AYP starting points for the 2001-2002 school year and will increase proportionally based on a Compound Annual Growth Rate (CAGR) calculation. The state applies the measurable objectives to each district, school and subgroup as a performance target and to determine AYP annually. These performance targets assist the school and district with planning and implementation strategies to ensure meeting established intermediate goals.</p> <p>The starting points for each grade and content area identified in the chart below are the state's annual measurable objectives for 2002-03.</p> <p>As of 2005-2006, assessments for grades 3-8 inclusive, as well as for grade 11 are being administered. The implementation schedule for adding assessments was as follows:</p> <ul style="list-style-type: none"> – In 2004-2005, grade 3 assessment became operational; and – In 2005-2006, grades 5, 6 and 7 assessments have been added. 		



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AYP is calculated by aggregating the proportion of proficient students across grades as follows:

- Grades 3, 4 and 5
- Grades 6, 7 and 8
-

Assessment results for grades 3, 4, and 5 are aggregated for the three grades, and the elementary set of proficiency benchmarks are applied to the aggregated scores. For grades 6, 7, and 8, the tests are similarly aggregated for the three grades and the middle school set of proficiency benchmarks are applied. In schools that have only two of the three grades in a span, the scores are aggregated for the two grades. Where there is only a single grade in a school, AYP is calculated separately for that grade. In schools that have more than one grade span, both are calculated separately.

These calculations (derived via CAGR) yield the following annual AYP goals:

Content Area	Grade	2002-2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013-2014
LAL	3,4,5	68	68	75	75	75	82	82	82	91	91	91	100
	6,7,8	58	58	66	66	66	76	76	76	87	87	87	100
	11	73	73	79	79	79	85	85	85	92	92	92	100
Math	3,4,5	53	53	62	62	62	73	73	73	85	85	85	100
	6,7,8	39	39	49	49	49	62	62	62	79	79	79	100
	11	55	55	64	64	64	74	74	74	86	86	86	100

These increments are based on equal proportional change rather than fixed increments. This approach allows schools to demonstrate proportionately equal growth no matter where they lie on the performance continuum. with the goal of one hundred percent proficiency by 2013-2014.

These annual objectives are the primary indicators used to determine adequate yearly progress. They are applied to the total school and district populations, as well as to each subgroup represented within the schools and districts across the state. However, if a school or district does not meet the standard for the total population and a particular subgroup, then it must be determined whether the school or district reached “safe harbor” for that group by reducing the partially proficient rate by at least 10 percent (based on the upper limit of a 75 percent confidence interval calculated around the binomial proficiency proportion) over the prior year. Schools attaining the established AYP rates or reaching “safe harbor” outright for their total student population and each subgroup will have made AYP for the year of that analysis.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

NJDOE has established achievement goals for total population and student subgroups in increments of three years (2005, 2008, 2011 and 2014) using a CAGR calculation as indicated below. This allows schools to assess progress and implement strategies to make necessary curriculum and instructional adjustments as they prepare to meet higher expectations incrementally.

Content Area	Grades	Starting Point	SY 2004-2005	SY 2007-2008	SY 2010-2011	SY 2013-2014
Language Arts Literacy	3, 4, 5	68	75	82	91	100
	6, 7, 8	58	66	76	87	100
	11	73	79	85	92	100
Math	3, 4, 5	53	62	73	85	100
	6, 7, 8	39	49	62	79	100
	11	55	64	74	86	100



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PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>AYP decisions for each public school and district are made annually by determining whether each subgroup, school and district has made AYP. Specifically, when addressing AYP determinations for schools, each content area has separate starting points and intermediate objectives and each area's outcomes will be reviewed closely. When finalizing calculations for each area, all AYP elements will be rounded to the next whole number. Schools that fail to make AYP for the total school population or any subgroup in the same content area for two consecutive years will be identified as in need of improvement.</p> <p>Further, districts will be identified as in need of improvement if they have not achieved AYP for two consecutive years in the same content areas (subject) in all elementary (grades 3-5), middle (grades 6-8) and high school grade (grades 9-12) levels.</p> <p>This process allows schools and districts to focus on the identified content area that needs improvement. Additionally, it eliminates the chance of a school or district being identified for improvement based only on random occurrences. The process is directed toward a school or district developing a pattern of failure. Furthermore, the process allows schools and districts the time to examine their curricula and instructional programs closely, adapt them to the special needs of their students, and effect change. This systematic approach is more likely to produce positive outcomes, whereas a less focused approach that directs a school's or district's attention first in one area, then in another, is far less likely to produce focused efforts resulting in positive change.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].



PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State of New Jersey's definition of AYP includes all required student subgroups, i.e., students from all major racial/ethnic groups, those who are economically disadvantaged, students with disabilities, and those who are limited English proficient.</p> <p>Students who are economically disadvantaged will be identified using the U.S. Department of Agriculture free/reduced price lunch indicators. Racial and ethnic identification is in conformance with current federally mandated groupings: white, African American, Hispanic, Asian/Pacific Islanders, and Native American based on U.S. Census data categories.</p> <p>In 2001, in conformance with IASA, the NJDOE began reporting publicly all test results disaggregated by socioeconomic status, race/ethnicity, and student status as limited English proficient or having disabilities, and will continue as required under NCLB.</p>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The NJDOE began reporting all assessment results by subgroup for the 2001-2002 school year. Disaggregated reports are made available to schools and districts in the state, as well as reported publicly through our state report card system which is also available electronically. All schools and LEAs are held accountable for student subgroup performance including students who are economically disadvantaged, those from all major ethnic and racial groups, and those with disabilities or limited English proficiency.</p> <p>For AYP determination purposes, all limited English proficient students and those with disabilities who are clustered for educational services will be counted back in their home school. This will make schools accountable for their placement decisions, as well as ensure that, once a student is placed in another school either within or outside of the district, the school maintains responsibility for the student's continued academic growth.</p> <p>All student results, disaggregated by these subgroups, will be reviewed to ensure they achieve the intermediate objectives set.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?	All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled. State demonstrates that students with disabilities are fully included in the State Accountability System.	The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments. State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

State regulations (*N.J.A.C. 6A:8, Standards and Assessment*) require all students to be assessed annually with the state assessment, including all students with disabilities. The majority of students with disabilities participate in the regular administration of the general state assessment with or without accommodations. (Please see USED peer review documents for further information regarding assessment with accommodations and guidance for participation in this process.)

For those students with severe disabilities who are unable to participate in the general state assessment due to the severity of their disabilities, the Alternate Proficiency Assessment (APA) is administered as required by state regulations in (*N.J.A.C. 6A:8-4.1(d)* and *6A:14-4.11*). The APA is linked to the student's Individual Education Program (IEP). Currently, the APA is administered to approximately one percent of the total statewide test population that includes all students in the state. NJ will be using the 2 percent flexibility option for students with disabilities. Because NJ does not currently have modified achievement standards for this student group, Interim Option 1 will be used. A proxy calculation will be used for the 2006 assessment results to re-examine schools that missed AYP due to the special education population only.



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The APA measure performance on the Core Curriculum Content Standards as reflected in students' IEPs. Assessment results for students taking the APA are reported in the same way as results are reported for the general assessments with three categories --“advanced proficient,” “proficient,” and “partially proficient”. Assessment results of all students with disabilities are part of the school, district, and state accountability systems. Students assigned to self-contained classrooms in the districts and those in public or private receiving schools are counted in the sending or home school of the child.

Results of the APA are incorporated into the total subgroup results for students with disabilities, as well as into the accountability for total students in the respective schools and districts. These students are counted in other subgroups, as appropriate, of race/ethnicity, economically disadvantaged, and limited English proficient. Based on the federal requirements delineated in 34 CFR Part 200, when calculating AYP, the proficient scores for students with the most significant cognitive disabilities who take the APA will not exceed one (1) percent of all students in the grades tested unless an exception is granted to a local education agency (LEA) by the state education agency (SEA).



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	<p>All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

New Jersey is a culturally diverse state with over 55,000 students representing over 150 different language backgrounds with Spanish as the most frequent. Over 400 of the 600 school districts provide language assistance programs to these students. Even with such diversity, state regulations in *N.J.A.C. 6A:8* no longer allow for exemptions of limited English proficient (LEP) students from the state assessment. The amendments specifically require that all students be assessed annually through content-based tests.

For the 2003-2004 school year, the NJDOE modified its definition of the LEP subgroup in the statewide testing program for purposes of determining AYP. The subgroup includes the following:

- those currently enrolled in language assistance programs (bilingual education, English as a second language, and English language services), and
- those who have achieved English proficiency and have exited from a language assistance program for up to two years. These former LEP students are included in the subgroup when it benefits the school district.

For calculating AYP, in accordance with flexibility provided by the USDOE in 2005, LEP students who have enrolled in a school July 1 or later are exempt from taking the language arts literacy (LAL) portion of the state tests in the spring of that school year, but the students must take the math and science portions. For the LAL portion of the tests for the recently arrived LEP students, the NJDOE has authorized school districts to use the ACCESS for ELLs™ to determine participation. The exemption for LAL applies to all state tests except the High School Proficiency Assessment (HSPA). Students must pass the LAL portion in order to graduate. LEP students are eligible to take the Special Review Assessment which is an alternative to the HSPA.



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LEP students who have enrolled in the school prior to July 1 must take the state tests with or without accommodations and be counted for AYP calculations. Accommodations may include translation of directions, longer test time, and use of bilingual dictionaries, when appropriate.

New Jersey policy requires annual assessment of English language proficiency for all LEP students. Until the 2005-2006 school year, the NJDOE used the following tests: Idea Proficiency Test (IPT), Language Assessment Scales (LAS), and Macaulitis (MAC II). In 2005-2006, all Title III-funded districts must use the ACCESS for ELLs™, developed by the World-class Instructional Design and Assessment (WIDA) consortium of states of which New Jersey is a member. In the spring of 2007, all New Jersey districts must administer ACCESS for ELLs™ to measure annual progress of LEP students in acquiring English proficiency



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey applies a minimum “N” size of 30 by grade band for all students and for each reported subgroup. This minimum number for reporting proficiency provides valid and reliable measures of school- and district-level progress toward established AYP targets for all students. In addition to applying the “N” size, the state also uses a confidence interval of 95 percent around the school’s or district’s proficiency level (i.e. binomial proportion) for purposes of determining AYP status, and a confidence interval of 75 percent around the school’s or district’s proficiency level for purposes of determining safe harbor status. For participation, the state uses a minimum “N” size of 40 for all students.</p> <p>This state has a high population density and a high level of diversity among its school populations. The state’s accountability system has been carefully constructed to support the right of all students to receive a thorough and efficient education, while being responsive to the need for statistically reliable data to achieve that goal. Given that New Jersey’s schools and districts vary in population from under 100 to over 40,000, a combination of a reasonable “N” size coupled with a measure of uncertainty (represented by the confidence interval) means that a school or district with small enrollment numbers is not over-identified and that achievement gaps in schools among subgroups are not under-identified. Furthermore, the aggregation of test scores for grades three through five and six through eight increase the statistical reliability while simultaneously ensuring that as many students as can be validly assessed are included in the accountability system.</p>		



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Incorporating confidence intervals around our measures of proficiency and safe harbor meet the needs of the students for valid and reliable assessment of their schools and districts while maintaining the highest level of accountability within an acceptable level of error. The use of confidence intervals allows the state to specify the same level of certainty about a school's proficiency on state assessments, regardless of the size of the district, school, class, or subpopulation and to maintain the same level as numbers change over time. To ensure the same level of accuracy for schools being assessed, the confidence intervals are calculated using a non-parametric exact binomial of the test of the ratio of the number of students tested in that group. Using this statistical approach will maintain the same level of certainty for all schools in the state regardless of size.

Particularly in the case of special education the "N" size plays a disproportionate role as this subgroup is extremely vulnerable to sampling error due to the heterogeneity of the population. The *Individuals with Disabilities Act (IDEA)* identifies 13 categories of disabilities that qualify students for special education services. These range from mild disabilities to severe cognitive ones, making it difficult to judge how effectively the district is educating this diverse subgroup. A smaller "N" size increases the possibility of sampling error, since the distribution of students across the areas of disabilities will vary from year to year. Using an "N" size of 30 limits the chance of making inaccurate AYP decisions based on a small, heterogeneous group. The use of confidence intervals further ensures that AYP calculations are consistent, fair and statistically reliable for all students, regardless of subgroup.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey's accountability system protects the privacy of students when reporting results and when determining AYP by suppression of any assessment results for groups of students that do not meet the established "N". The "N" size protects the confidentiality of students. The AYP results of districts/schools are calculated for all students and only reportable for those meeting or exceeding the minimum established "N" counts. The results are similarly suppressed when published on the NJDOE Web site for the <i>NCLB</i> Report.</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.



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PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ⁷ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In the spring of 2005, the NJ Department of Education administered the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 and 4, the Grade Eight Proficiency Assessment (GEPA) in grade 8, and the High School Proficiency Assessment (HSPA) in grade 11. These assessments are aligned with the state's Core Curriculum Content Standards (CCCS), as well as the requirements of *No Child Left Behind* (NCLB). No later than the spring of 2006, New Jersey was required by NCLB to complete the assessment series from grades 3 through 8 by adding the tests for grades 5, 6, and 7.

In October of 2005, New Jersey petitioned the federal government to allow it to administer an interim series of tests in grades 5, 6, and 7 while new tests are being developed for the 2007 spring test administration. The U.S. Department of Education granted permission, and the state is using a series of three assessments called NJ ASK that were already aligned with the state's grade-level content standards. The testing company has used new test items for the 2006 state test administration in grades 5, 6, and 7.

In 2006, the state administered HSPA the week of March 6; GEPA the week of March 13; NJ ASK 3 and 4 the week of March 20; and the new tests for 5, 6, and 7 in the first week of April. The results of all tests will be returned to the state no later than mid-June. The three new tests will be part of the state's AYP calculations in the summer of 2006 and reported to the districts before the opening of school. The 2006 assessment results for grades 3, 4, and 5 will be aggregated for the three grades, and the elementary set of proficiency benchmarks will be applied to the

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.



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aggregated scores. For grades 6, 7, and 8, the tests will be similarly aggregated for the three grades and the middle school set of proficiency benchmarks will be applied. In schools that have only two of the three grades in a span, the scores will be aggregated for the two grades. Where there is only a single grade in a school, AYP will be calculated separately for that grade. In schools that have more than one grade span, both will be calculated separately.

Students at the secondary level are allowed up to three tries to pass the High School Proficiency Assessment (HSPA) and become eligible to graduate. The HSPA is administered in the spring to students in grade 11, followed by fall and spring administrations in the senior year. Students' passing scores are banked over the three administrations of the test, and when the students meet the proficiency benchmarks in both language arts and math, they will have passed the HSPA. In 2005-2006, HSPA scores from the grade 11 spring administration of the test will be used for calculating AYP. Starting in 2006-2007, the state will use the banked results in the spring of grade 12.

In addition to the aggregation of the scores from grades 3-8, the state will use an "N" of 30 for all students. There will be a 95 percent confidence interval calculated around the proficiency level (i. e., binomial proportion) and a 75 percent confidence interval used in conjunction with safe harbor. (**See section 5.5** -- state's definition of the minimum number of students in a subgroup required for reporting purposes)



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PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate?	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, Uses another more accurate definition that has been approved by the Secretary; and Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	State definition of public high school graduation rate does not meet these criteria.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Until the state's student-level database is operational, New Jersey is using the drop-out rate as the <i>NCLB</i>-required secondary academic indicator in determining AYP for high schools. This indicator is being used in place of the graduation rate because the state does not have a cohort (full four years) analysis of graduation data available. Currently, the information to calculate graduation and drop-out rates is collected locally and many districts do not have a system in place to track student mobility over multiple years for the <i>NCLB</i>-required subgroups. Drop-out information is currently collected by the state and is calculated in the aggregate for AYP purposes</p>		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)



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and disaggregated for the determination of safe harbor provision for subgroups. The state's formula for the drop-out rate is as follows:

$$\frac{\text{\#students in Grades 9 through 12 who drop-out during July through June each year}}{\text{\# students enrolled by October enrollment report for grades 9 through 12}}$$

Based on an analysis of 2001-2002 data, the standard statewide single-year drop-out rate was 2.6 percent. To support AYP determinations as the other academic indicator for high schools, districts must reduce their drop-out rate by .5 percent per year until they reach the 2.6 statewide drop-out rate percentage.

The state continues its process of developing a statewide student data management system that will facilitate the collection of data and tracking student mobility at the state and local levels. When this system is in place, a cohort tracking system for the graduation rate will be implemented.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state's additional academic indicator that will be applied at the elementary and middle school levels is attendance for AYP.</p> <p>Attendance is calculated by multiplying the number of students on roll by the number of days present, divided by the number of students on roll multiplied by 180, the minimum possible number of days for attendance. (N.J.A.C. 6:3-9.2).</p> <p>The additional academic indicator at the high school level that will be applied in New Jersey is graduation rate, but drop-out rate will be used as an interim measure until the state has a student-level database.</p>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey's academic indicators are valid and reliable, as well as consistent with federal standards. Attendance rate is the indicator that will be used at the elementary and middle school levels. The standard is an average daily attendance rate of 90 percent.</p> <p>Attendance rate has long been a key element in the pre-established State monitoring system. New Jersey selected to use attendance rate as the additional academic indicator because it is linked to the state's school regulations governing the number of days a student must be in attendance to receive a thorough and efficient education (i.e. 180 days). At the secondary school level, this indicator is used to enable students to acquire credit for graduation purposes. In addition, attendance is monitored regularly. While attendance is gathered at the school level, as a quality control measure, it is reviewed by the State's Quality Annual Assessment Review (QAAR) and in the annual report card.</p> <p>Likewise, graduation rate and its reporting were selected as required by NCLB and will be in conformance with National Center for Education Statistics (NCES) standards. New Jersey will use drop-out rate as an interim measure until the student-level database is operational.</p>		



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PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Jersey measures achievement in language arts literacy and mathematics separately. AYP is calculated for language arts literacy and mathematics and is applied to each subgroup, public school, and LEA.</p> <p>New Jersey will determine, for schools, two consecutive years of failure to make AYP based on failure in one content area and for districts failure to make APY will based on two consecutive years of failure to make AYP in one content area and in all elementary, middle and high school grade levels. This is consistent with New Jersey's intent and purpose for accountability, i.e., improving instruction. A focus on one content area helps schools and districts concentrate efforts, identify programs and curriculum that are scientifically research-based, provide professional development, and support and change instructional practice in order to improve student achievement.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.



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PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The State accountability system design is consistent with the State standards for acceptable reliability as evidenced by:</p> <ul style="list-style-type: none"> – Building on New Jersey's existing infrastructure, i.e., Core Curriculum Content Standards and the State's approved assessment system; – Reviewing and drawing upon the current monitoring system, the basis of the former State accountability, for certain key elements such as the use of attendance as a secondary measure and the State Report Card System as the public awareness instrument; – Gathering input from across the department's internal senior staff to ensure internal mechanisms are in place to support the system and that all components are compatible and consistent; – Closely reviewing federal NCLB legislation and regulation to ensure compliance; – Defining an acceptable level of reliability in the decision making process; and – Public engagement, communication and accountability. <p>The accountability system was also developed with the full recognition that decisions about schools and districts making AYP must ensure full validity and reliability. In order to construct a system that is both valid and reliable, the state incorporated the following elements:</p>		



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- Alignment of assessments with existing State content standards that are valid and reliable;
- Assessments designed with valid and reliable controls built in, including highly trained readers for all open-ended items with quality controls such as read-behinds and, in most cases, double scoring; two cycles of reporting, as well as a mechanism for rescoring of tests when results are in question;
- Districts have the ability to ensure the accuracy of demographic data on all students through a record change process;
- The scoring process now entails an automatic adjudication of scoring on open-ended items for students who scores are close to, but not over, the proficiency level on each assessment. Districts may also ask for such adjudications at the time they receive Cycle I score reports;
- A 95 percent confidence interval calculated around the school's or district's proficiency for all subgroups;
- "Safe harbor" calculations applied to all students, as well as subgroup results, incorporating a 75 percent confidence interval in the determination; and
- An appeal process implemented to guard against an error in our data or calculations at any step in the process.

It should be noted that NJDOE has worked closely with the State's Technical Advisory Committee for Assessment. This highly respected group of national assessment experts has closely monitored and guided NJDOE's efforts to develop a model accountability system. The State will utilize data to constantly review and modify the system as appropriate to ensure all data points are reported and recorded accurately and valid decisions are made.

New Jersey also publicly reports and solicits input from the broader New Jersey educational community, including the:

- NCLB Advisory Committee (Committee of Practitioners),
- NJ School Boards Association,
- NJ Association of School Administrators,
- NJ Principals and Supervisors Association,
- NJ Federal Program Administrators Association,
- NJ Education Association,
- School superintendents and other key administrators from across the state;
- Technical Advisory Committee for Assessment,
- State Senate and Assembly Education Subcommittees, and
- New Jersey Parent Advisory Committees.

New Jersey has a process for evaluating the statewide accountability system that incorporates up-to-date models regarding the validation of accountability systems, and incorporates a timeline for key activities that are linked to assessment results.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State's process for making valid AYP determinations and appeals includes:</p> <ul style="list-style-type: none"> – All test results are reported first to districts for their review for accuracy. Re-scores can be requested, as well as student level data amended, before they are officially recorded at the State level during Cycle I reporting; – Validity checks are built into all other data collection and reporting systems including attendance and dropout rate; – Final determinations will be made and reported to the school or districts, following which determinations are reported publicly and posted on the NJDOE web site. – The identification of any school or district as having failed to make AYP may be appealed before it is reported publicly. Schools and/or school districts can indicate challenges to the accuracy of the data, present extraordinary circumstances or what indicator is disputed and what they believe is the valid indicator to be applied. All appeals must be submitted within 30 days of notification of state determinations regarding AYP. A final decision will be made by the State within two weeks of receipt of an appeal. 		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state's plan incorporates the anticipated changes in assessments into its definition of AYP. As new grade-level tests are added to the state assessment system, they will be equated both vertically (between grades) and horizontally (from year to year within a grade) to ensure consistency across the system and inform classroom instruction to ultimately improve teaching and learning. The methodology for vertical equating is determined and presented to the New Jersey Technical Advisory Committee prior to implementation. The results for these grades have been considered by grade span 3-5, 6-8 and 11. The procedures are applied uniformly.</p> <p>New Jersey has developed a 3rd grade test, entitled New Jersey Assessment of Skills and Knowledge (NJ ASK 3). This test was administered in May 2003 as a field test; as a benchmark test in March 2004; and as an operational test that was used for accountability purposes in March 2005.</p> <p>In addition, the former 4th grade ESPA was replaced by the NJ ASK 4 that was administered in May 2003. Valid comparisons between the test scores have been possible for several reasons -- both the ESPA and NJ ASK 4 measure the same skills found in the New Jersey Core Curriculum Content Standards. More directly, the item pool from which NJ ASK 4 was developed was the same as the item pool used for ESPA. Moreover, NJ ASK 4 used the same anchor items as ESPA</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.



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for statistical equating purposes. This allowed for a straight comparison and equating of the tests. Administrations of NJ ASK 4 take place in March of each school year.

The NJ ASK tests for grades 5, 6 & 7 have been added for the 2006 test series. These tests are specifically designed to serve as NJ assessments since they are modeled on the existing NJ ASK and GEPA programs. The 5, 6 & 7 assessments are aligned to the NJ Core Curriculum Content Standards.

As required by NCLB, assessments have been expanded by specific grade spans and to incorporate science. These new assessments, including alternate proficiency assessments, are also included in New Jersey's accountability system as indicated in the following timeline:

Grade Level							
YEAR	3	4	5	6	7	8	HS
02-03		Math LAL				Math, LAL, SC	Math LAL
2004	Math LAL (benchmark)	Math, LAL,				Math, LAL, SC	Math, LAL,
		SC (field test)					SC (field tested)
2005	Math LAL	Math, LAL, SC				Math, LAL, SC	Math, LAL, SC
2006	Math LAL	Math, LAL, SC	Math LAL	Math LAL	Math LAL	Math, LAL, SC	Math, LAL, SC
2007	Math LAL	Math, LAL, SC	Math LAL	Math LAL	Math LAL	Math, LAL, SC	Math, LAL, SC
2008	Math LAL	Math, LAL, SC	Math LAL	Math LAL	Math LAL	Math, LAL, SC	Math, LAL, SC

Math – mathematics, LAL – language arts literacy, SC – science

All schools are included in the state accountability system. Prior to opening any new school, NJDOE is notified and involved in the approval process to ensure compliance with all state and federal regulations. The school is then added to the state's database of all schools and districts. This database is drawn upon to identify all schools in the state. The first accountability check will be to ensure that all schools in the state are included in the initial accountability system file. In this way, NJDOE ensures that all schools are incorporated into the system.

NJDOE continually monitors both the assessment and accountability systems to ensure accuracy of all reporting and the validity and reliability of determinations made. Adjustments as needed are made to ensure that all decisions are valid and reliable.



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PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State's method for calculating participation rates in the assessment system is to determine the number of absent or untested students, (disaggregated) to ensure both total student and subgroup participation in the State assessment. Absent or untested students with medical emergencies will be exempt from the assessment system and not included in the denominator for calculating participation rate. A medical emergency occurs when a student has an onset of a medical or psychiatric condition or episode which requires medical attention or supervision and during which time the student is not receiving instruction. Exclusion from State assessments for a medical emergency will be determined on a case-by-case basis by the NJDOE and the appropriate data will be maintained.</p> <p>New Jersey collects enrollment data along with student header information on each test booklet that includes:</p> <ul style="list-style-type: none"> – Race/ethnicity, – Eligibility for free or reduced price lunch, – Student status as LEP, along with years of enrollment in bilingual/ESL program, – Student status as student with disabilities, – Date of enrollment in school/district after July 1, – Birth date, – School and district code, and – Gender. <p>For each student on roll, a test booklet is generated along with a test label. <u>All</u> test booklets must be returned to the test company. Thus, for students not participating in the test, the test booklet is</p>		



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returned to the NJDOE. Additional test booklets and blank header sheets to be hand-coded are forwarded upon request for new students.

This allows the state to calculate a total participation rate that can be disaggregated by subgroup. These data will now also be reported and taken into account in the total accountability system when determining 95 percent minimum participation rates.



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State's policy is that initial determination of 95 percent minimum participation for each subgroup regardless of size, is made when tests are submitted for scoring. This preliminary determination is made against all test booklets submitted. This will be used to verify total school participation rate prior to scoring. When a significant number, now defined as less than 95 percent, of test booklets are not returned, the school and district will be contacted to determine the reasons.</p> <p>After preliminary runs, if the performance of a subgroup is in question, "safe harbor" is employed for that group, and the 95 percent minimum participation rate for that group will be verified to ensure accountability measures are applied appropriately.</p>		



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Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

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